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ABSTRACT

A list of tests, published in the United States and abroad, is presented. A brief description is given of the content of each test. Types of tests presented are: Achievement; Aptitude; Personality, Interests, Aptitudes, and Opinions; and Miscellaneous, Sensory-Motor, Unidentified. Lists of announcements received, tests no longer available, new references, and publishers are also presented. (CK)

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A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

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Eleanor V. Horne, Editor
Vol. 6, No. 2

April 1972

The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol or .

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ACQUISITIONS

Unless otherwise indicated, the tests have been published in the United States.

Achievement:

AAHPER Cooperative Health Education Tests Level III; c1971; Grades 7-9; Cooperative Tests and Services, Educational Testing Service.

Items cover consumer health, community health, international health, disease and disorders, personal health care, sex education, growth and development, nutrition, mental health, drug use and abuse, and safety and first aid.

The Drug I.Q. Test by Russell N. Cassel; c1971; Grades 9-12 and Adults; The Christopher Publishing House.

A measure of the degree to which individuals possess information concerning the nature and classes of dangerous drugs, the stages of effect, the nature and types of addiction, reasons for illegal drug usage, treatment for addiction, drug control laws in the United States, and the vocabulary of the addict.

SRA Greater Cleveland Mathematics Tests: Developmental Edition Grade 1 by Wai-Ching Ho and Tina Thoburn; c1963; Grade 1; Science Research Associates, Inc.

Measures mastery of the concepts and skills developed in using the Greater Cleveland Mathematics Materials, which are based on the philosophy that it is necessary to understand the concepts underlying mathematical operations before learning the computational skills for doing the operations. Subscores are: Concepts, Problem Solving, Computation, and Equation-Solving.

SRA Greater Cleveland Mathematics Tests: Developmental Edition Grade 3 by Wai-Ching Ho and Tina Thoburn; c1963; Grade 3; Science Research Associates, Inc.

A measure of pupils' mastery of the concepts and skills developed in using the Greater Cleveland Mathematics Materials, which are based on the philosophy that it is necessary to understand the concepts underlying mathematical operations before learning the computational skills for doing the operations. Subscores are: Concepts, Problem Solving-Analysis, Problem Solving-Solution, and Computation.

Smith-Sturgeon Conditional Reasoning Test by Joanne Sturgeon and Wilson Smith; 1969; Ages 6-9; Cornell Critical Thinking Project.

The child is presented concrete situations about which he is asked to reason. Four principles of logic are involved: inversion, conversion, contraposition, and transitivity. Subscores are obtained for each of the four principles and for the fallacy and validity principles as well.

Study Skills Surveys by William F. Brown; c1965; Grades 9-13; Effective Study Materials.

A 60-item questionnaire designed to identify study skills problems likely to hinder academic achievement. Provides subscores for Study Organization, Study Techniques, and Study Motivation.

Aptitude:

Concept Sorting Task; Not dated; Grades 1-5; Institute for Developmental Studies, New York University.

The task is designed to elicit information concerning the logical basis children use in organizing conceptual stimuli. The child is presented with cards depicting vehicles, buildings, animals, and men at work, and is asked to sort them into piles, then explain his groupings. The number of piles sorted, the implicit quality of the sorting (that is, class generalization, functional pairing, and so on), and the explanation of the manner of sorting are the factors used in obtaining a score for the task.

Number Scanning Test; Not dated; Grades 3-6; Institute for Developmental Studies, New York University.

Assesses organizational abilities similar to those required in reading. The child is asked to read numbers printed in a random arrangement. His responses are tape-recorded and then scored for adequacy of organization in terms of conformity or resemblance to a logical horizontal reading pattern from left to right.

Orientation Scale; Not dated; Grades 1-6; Institute for Developmental Studies, New York University.

A measure of the child's capacity to judge size, number, distance, and time. It also provides an indication of his general and geographic knowledge.

Remote Associates Test: High School Form by Sarnoff A. Mednick and Martha T. Mednick; c1971; Grades 9-12; Houghton Mifflin Company.

A measure of individual differences in an ability which is considered fundamental to the creative thinking process. The creative thinking process is defined as "the forming of associative elements into new combinations which either meet specified requirements or are in some way useful. The more mutually remote the elements of the new combination, the more creative the process or solution." The examinee is asked to form associative elements into new combinations by providing mediating connective links.

Tests de Aptitud Diferencial by George K. Bennett, Harold Seashore, and Alexander Wesman; c1959; Grades 8-12 and Adults; The Psychological Corporation.

An authorized translation and adaptation of the *Differential Aptitude Tests* for use in Latin America. The *Differential Aptitude Tests* provide a profile of relative strengths and weaknesses of individuals in Verbal Reasoning, Numerical Ability, Abstract Reasoning, Space Relations, Mechanical Reasoning, Clerical Speed and Accuracy, Language Usage: Spelling, and Language Usage: Grammar. While specimen sets are available from the Psychological Corporation, inquiries should be addressed to Dr. Robert B. MacVean, Colegio Americano de Guatemala, Apartado Postal No. 83, Guatemala City, Guatemala.

Verbal Identification Test; Not dated; Grades 1-5; Institute for Developmental Studies, New York University.

An expressive language technique designed to measure labeling function and conceptual ability. It provides an indication of the child's ability to describe and identify pictorial representations of objects, events, and people in his environment. Subscores obtained are: Noun Enumeration Score, the number of items identified which are best described by a noun; the Action Enumeration Score, the number of items identified which are best described by a verb; a Combined Enumeration Score (Action Enumeration plus Noun Enumeration Scores); Noun Gestalt Score, a measure of the ability to describe a scene with a single word when the scene is best described by a noun; an Action Gestalt Score, a measure of the ability to describe a scene with a single word when the scene is best described by a verb; and a Combined Gestalt Score (Action Gestalt plus Noun Gestalt scores).

Personality, Interests, Attitudes and Opinions:

Adaptive Behavior Scale for Children 3-12 Years Old by Kazuo Nihira, Ray Foster, Max Shellhaas, and Henry Leland; c1969; Ages 3-12; American Association on Mental Deficiency.

A behavior rating scale for mentally retarded and emotionally maladjusted children. It provides a description and assessment of adaptive behavior—the effectiveness of the child in coping with the natural and social demands of his environment. Part I of the *Scale* assesses skills and habits in the following areas: Independent Functioning, Physical Development, Economic Activity, Language Development, Number and Time Concept, Occupation-Domestic, Occupation-General, Self-Direction, Responsibilities, and Socialization. Part II of the *Scale* provides a measure of maladaptive behavior related to personality and behavior disorders. Behaviors assessed are: Violent and Destructive Behavior, Antisocial Behavior, Rebellious Behavior, Untrustworthy Behavior, Withdrawal, Stereotyped Behavior and Odd Mannerisms, Inappropriate Interpersonal Manners. Inappropriate Vocal Habits, Unacceptable or Eccentric Habits, Self-Abusive Behavior, Hyperactive Tendencies, Sexually Aberrant Behavior, Psychological Disturbances, and the Use of Medication. The *Scale* can be administered by psychologists, teachers, nurses, social workers, work attendants in residential institutions, and others who have observed the behavior or personally know the daily behavior of the child being rated.

Behavior Rating Form by Stanley Coopersmith; Not dated; Kindergarten—Grade 9; Stanley Coopersmith.

Provides an assessment of self-esteem behaviors, those associated with poise, assurance, and self-trust, and defensive behaviors such as bragging, domination, bullying, and attention seeking.

Children's Self-Conception Test: Form I by Marjorie B. Creelman; c1954-55; Preschool-Grade 3; Marjorie B. Creelman.

A measure of self-esteem and moral standards. The test consists of a series of sets of pictures depicting situations commonly experienced by children in western cultures. The child must choose the pictures he likes best, those he dislikes most, those he considers to be good, those he considers to be bad, and pictures which are like and unlike himself. Yields scores which are indicative of self-acceptance, self-rejection, positive and negative self-evaluation, and acceptance and rejection of moral or social standards as they are perceived by the child.

Children's Self-Conception Test: Form II by Marjorie B. Creelman; c1954-55; Grades 3-6; Marjorie B. Creelman.

A test consisting of a series of sets of pictures depicting situations commonly experienced by children in western cultures. The child must choose the pictures he likes best, those he dislikes most, those he considers to be good, those he considers to be bad, and pictures which are like and unlike himself. Yields scores which are indicative of self-acceptance, self-rejection, positive and negative self-evaluation, and acceptance and rejection of moral or social standards as they are perceived by the child.

Children's Self-Social Constructs Test: Adolescent Form by Edmund H. Henderson, Barbara H. Long, and Robert C. Ziller; c1967; Adolescents; Edmund H. Henderson.

A measure of conception of self in relation to others—specifically self-esteem, social interest, identification, group identification, egocentricity, power, minority identification, realism size, and preference for others.

Children's Self-Social Constructs Test: Preschool Form by Edmund H. Henderson, Barbara H. Long, and Robert C. Ziller; c1967; Preschool-Kindergarten; Edmund H. Henderson.

A measure of social self-concept which requires the child to use circles to represent himself and other significant persons. Various aspects of the child's self conceptions are inferred from an analysis of the arrangements of the circles. Specific elements assessed are: self-esteem, social interest, identification, minority identification, realism to size, and preference for others. The test is individually administered.

Children's Self-Social Constructs Tests: Primary Form by Edmund H. Henderson, Barbara H. Long, and Robert C. Ziller; c1967; Grades 1-6; Edmund H. Henderson.

A measure of conception of self in relation to others. The dimensions of self-concept assessed are: self-esteem, social interest, identification, egocentricity, power, complexity, minority identification, realism size, and preference for others.

Coopersmith Self-Esteem Inventory: Form A by Stanley Coopersmith; Not dated; Ages 9—Adults*; Stanley Coopersmith.

A general measure of self-esteem with subscores for General Self, Social Self-Peers, Home-Parents, School-Academic, and Lie Scale.

How I See Myself Scale: Elementary Form by Ira J. Gordon; 1968; Grades 3-6; Ira J. Gordon.†

Designed to measure self-concept with reference to physical appearance, interpersonal adequacy, academic adequacy, and the teacher and school.

How I See Myself Scale: Secondary Form by Ira J. Gordon; 1968; Grades 7-12; Ira J. Gordon.†

A measure of self-concept. For girls in grades seven through nine, the following factors are identified: teacher-school, physical appearance, interpersonal adequacy, autonomy, academic adequacy, physical adequacy, emotions, and body-build, For boys in grades seven through nine, significant factors are: teacher-school, physical appearance, interpersonal adequacy, autonomy, physical adequacy, and peers. In grades 10-12, significant factors for girls are: teacher-school, physical appearance, interpersonal adequacy, autonomy, academic adequacy, physical adequacy, and emotions. For boys in grades 10-12, the factors are: teacher-school, physical appearance, autonomy, academic adequacy, physical adequacy, emotions, girls, boys, and language.

Interest Assessment Scales—Form III by Royce R. Ronning, Walter R. Stellwagen, and Lawrence H. Stewart; c1963; Grades 10-16 and Adults; Royce R. Ronning.

An equisection scale to measure preference for activities across eight factors: Adventure, Order, Influencing Others, Nurturance, Concrete Means, Written Expression, Abstract Ideas, and Aesthetic.

Interpersonal Orientation Scale: 1971 Revision by John Douglas Alcorn, Everett Duane Erb, and James Barrett Davis; c1971; Adults; John Douglas Alcorn.

Assesses an individual's general orientation to interpersonal relationships on a manipulative-altruistic axis and measures preferences for each of four manipulative techniques: coercion, masking, coaxing, and postponing.

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*The test can be administered to children younger than age nine if it is individually administered.

†The manual for the test is available from the Florida Educational Research and Development Council.

Most Preferred Co-Worker Scale by Fred E. Fiedler; Not dated; Adults; Fred E. Fiedler.

A rating scale to ascertain the characteristics of a person with whom it is easy to work. The following ratings are made: Pleasant-Unpleasant, Friendly-Unfriendly, Rejecting-Accepting, Helpful-Frustrating, Unenthusiastic-Enthusiastic, Tense-Relaxed, Distant-Close, Cold-Warm, Cooperative-Uncooperative, Supportive-Hostile, Boring-Interesting, Quarrelsome-Harmonious, Gloomy-Cheerful, and Open-Guarded.

Preschool Self-Concept Picture Test by Rosestelle B. Woolner; c1966; Preschool; RKA Publishing Company.

A measure of self-concept, ideal self-concept, and the incongruence between self and ideal self-concept. Traits assessed are: dirty-clean, active-passive, aggressive-nonaggressive, afraid-unafraid, strong-weak, acceptance of male figure-rejection of male figure, unhappy-happy, group rejection-group acceptance, sharing-not sharing, and dependence-independence. This individually administered test is available in separate forms for Negro boys, Caucasian boys, Negro girls, and Caucasian girls.

Miscellaneous, Sensory-Motor, Unidentified:

Alphabet Writing—Spontaneous by Robert M. Wold; c1970; Grades 1-6; Robert M. Wold.*

A test of the ability to reproduce the alphabet in lowercase and uppercase letters. As the child writes, the following are observed and recorded: body posture, head posture, vocalization or subvocalization, speed, frustration level, spacing, formation of the letters, fatigue, paper position, and paper grasp. The test is designed for use in screening for possible learning difficulties.

Bag Masking Test; Not dated; Ages 6-12; Institute for Developmental Studies, New York University.

A measure of the ability to identify a stimulus using only the sense of touch. The test is individually administered and requires the use of props.

Child Screening Interview; Not dated; Preschool; Institute for Developmental Studies, New York University.

Designed to yield information which may reveal gross developmental abnormalities such as problems with motor skills, delayed speech, or overt signs of disturbed emotional behavior.

College and University Environment Scales: Second Edition by C. Robert Pace; c1963-1971; Grades 13-16; Institutional Research Program for Higher Education, Educational Testing Service.

Designed as an aid in defining the prevailing intellectual-social-cultural atmosphere of the college. The scales reflect ways in which institutions of higher learning differ from one another in organizational structure; community of interests; degree of social, political, and aesthetic awareness; emphasis on scholarship and propriety; campus morale; and the quality of teaching and faculty-student relationships

Deprivation Index; Not dated; Kindergarten—Grade 1; Institute for Developmental Studies, New York University.

Designed to delineate and measure specific types of deprivation within social class groupings and to define and rate areas of deprivation by the absence or presence of certain conditions. The factors considered are: the number of people in the home under 18 years of age, educational aspirations of parents for their children, kindergarten attendance of the child, the extent of engagement of the child in conversation during dinner time, number of cultural activities engaged in with adult relations, and housing conditions.

Dot Masking Test; Not dated; Ages 6-12; Institute for Developmental Studies; New York University.

An adaptation of a technique originally developed by E. S. Gollin to obtain information concerning the child's perceptual abilities under conditions of stimulus interference. Specifically the test measures the ability to recognize a stimulus picture hidden by a random overlay of dots.

Educational Guidance Information System: Tenth Grade Battery, 1971 (EGIS); c1966-1971; Grade 10; Educational Testing Service for the College Entrance Examination Board.

EGIS is designed to meet the needs of high school students for comprehensive educational and career guidance and the needs of the high schools for comprehensive information about their students and the relevance of their guidance programs and curricula. The System utilizes questionnaires and cognitive measures. The questionnaires are: *Plans and Aspirations*, *Interests* (occupational-vocational), and *Student Satisfaction* (eliciting information concerning the students' reactions to the school environment, their course work, and the school's guidance and counseling program). The cognitive measures are: *Verbal and Quantitative Abilities*, *General Information* (with emphasis on knowledge acquired outside of school), *Reading Comprehension*, and *English Usage*.

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*Included in: Wold, Robert M. *Screening Tests To Be Used By The Classroom Teacher.* San Rafael, California: Academic Therapy Publications, 1970.

Haptic Letter Recognition Test by Robert M. Wold; c1970; Grades 1-6; Robert M. Wold.*

A screening measure for the identification of children who may be learning disabled. It assesses the child's ability to identify a letter from touch only.

Home Interview Schedule; Not Dated; Adults; Institute for Developmental Studies, New York University.

Designed to identify and measure salient aspects of the physical, social, and cultural environment that foster or limit the development of cognitive skills and intellectual abilities of children. Questions are asked of the parent or guardian concerning the educational level of mother and father, the occupation of all workers in the family, size of family, number of rooms in the home, soundness or dilapidation of the dwelling unit, presence or absence of the father in the home, parent-child verbal interaction, parental aspiration for child's education and occupation, parental encouragement of the child's intellectual activities and interests, and the fostering of dependence or independence by the parents.

Index of Socioeconomic Status; Not Dated; Children and Adults; Institute for Developmental Studies, New York University.

Designed to facilitate the classification of children according to a socioeconomic continuum that would be appropriate for white and black youngsters. The index consists of two components: the educational level of the main wage earner in the family and a prestige rating of his occupation.

Initial Learning Assessment by Edward G. Scagliotta; c1970; Ages 4-12; Academic Therapy Publications.

A series of tests and procedures designed to ascertain the gross acquisition of a child's abilities in order that an individual educational program can be prescribed. Areas of concern are: peripheral modalities; concept formation; symbolic development; perceptual motor functions; behavioral and emotional characteristics; academic achievement in reading, spelling, handwriting, and mathematics. Some of the components of the *Initial Learning Assessment* were drawn from previously existing measures.

Left-Right Discrimination Test; Not Dated; Grades 5-6; Institute for Developmental Studies, New York University.

A modification of a technique devised by Arthur Benton. The test measures the ability of the individual to locate anatomical parts of his own body, of another person (the examiner), and of a pictorial representation of another person, with reference to the directions "right" and "left".

Naming Test by Robert M. Wold; c1970; Grades 1-6; Robert M. Wold.*

Provides an indication of the developmental level of the child. The examiner provides a category (for example, animals) and asks the child to name as many members of the category as he can in one minute. The examiner can change the category to reflect the experiences and environment of the child.

Serial Learning Tasks: Auditory and Visual; Not dated; Grades 1-6; Institute for Developmental Studies, New York University.

A technique for comparing the child's learning performance when material is presented aurally.

Wold Digit Symbol Test by Robert M. Wold; c1967; Grades 1-6; Robert M. Wold.*

For the assessment of efficiency in perceptual-motor functioning on the basis of speed. The score can be diagnostic of a visual-motor deficiency. As the child performs the tasks, observations are made concerning his posture, attention and concentration, method of letter or symbol formation, fatigue, and frustration. The test is individually administered.

Wold Sentence Copying Test by Robert M. Wold; c1967; Grades 1-6; Robert M. Wold.*

An individually administered screening test for the identification of youngsters who may have learning disabilities or deficiencies. It measures the child's ability to rapidly and accurately copy a sentence from the top of a page to the bottom. Observations are made as to the child's posture; the number of fixations (whether the child must look back to the stimulus word after each letter); spacing (figure-ground); vocalization-subvocalization; concentration, attention, and fatigue; formation of letters; and frustration level. The test is timed in order to yield a handwriting or copying rate.

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*Included in: Wold, Robert M., *Screening Tests To Be Used By the Classroom Teacher*. San Rafael, California: Academic Therapy Publications, 1970.

Wold Visuo-Motor Test by Robert M. Wold; c1967; Grades 1-6; Robert M. Wold.*

An individually administered measure of eye-hand coordination and/or functioning on the basis of speed and accuracy. Three tests are included: a vertical directional coordination test, a short horizontal coordination test, and a longer coordination test. As the child proceeds with the test, observations should be made concerning posture, directionality, concentration and attention, fatigue, frustration, and the quality of response. The test is used in the identification of children who may have learning disabilities or deficiencies.

ANNOUNCEMENTS RECEIVED

A British Supplement to the Manual of the Wechsler Adult Intelligence Scale; Ages 16-Adults; NFER Publishing Company Ltd., Great Britain. Now Available.

An anglicized and decimalized version of the Test Administration and Scoring Criteria sections of the WAIS. In order not to disadvantage examinees whose exposure to decimal currency has been severely limited, pound-shilling-pence alternative items have been provided.

A British Supplement to the Manual of the Wechsler Intelligence Scale for Children; Ages 5-15; NFER Publishing Company Ltd., Great Britain. Currently Available.

An anglicized and decimalized version of the Test Administration and Scoring Criteria sections of the WISC. Pound-shilling-pence alternative items have been provided in order not to disadvantage examinees who have had limited exposure to decimal currency.

A British Supplement to the Manual of the Wechsler Preschool and Primary Scale of Intelligence; Ages 4-6½ years; NFER Publishing Company Ltd., Great Britain. Now Available.

An anglicized and decimalized version of the Test Administration and Scoring Criteria of the WPPSI. However, items are expressed in pounds and pence only.

CP66 Group Test of Intelligence by I. M. Connaughton; Fourth-Sixth Form (Ages 14-17); NFER Publishing Company Ltd., Great Britain. Now available.

The "Comparability Project 1966" test is a measure of academic aptitude of pupils taking the Certificate of Education Examination and the General Certificate of Education Examination.

English Picture Vocabulary Tests: Test 3 (Group); Ages 11:0-Adults; Education Evaluation Enterprise. Great Britain. Currently available.

An upward extension of the *English Picture Vocabulary Tests*, a measure of listening vocabulary independent of reading ability.

McCarthy Scale of Children's Abilities by Dorothea McCarthy; Ages 2½ to 8½ years; The Psychological Corporation. Available spring 1972.

An individually administered measure of the child's ability to deal with verbal concepts and to express his ideas, his short term memory—both visual and auditory—his ability to conceptualize ideas abstractly, his ability to use numbers in counting and in solving problems, his overall intellectual competence, and his motor coordination and lateral dominance. The Scale utilizes toy-like materials interesting to young children. All of the tasks presented are suitable for both sexes and for various ethnic, regional and socioeconomic groups.

Meeting Street School Screening Test; Kindergarten-Grade 1; The Meeting Street School.

A screening test for the early identification of children with learning disorders—that is, the requisite language and visual-perceptual-motor skills and gross motor control to perform successfully in school.

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*Included in: Wold, Robert M., *Screening Tests To Be Used By the Classroom Teacher*. San Rafael, California: Academic Therapy Publications, 1970.

Pedagogia y Conocimientos Generales; c1971; Grades 16+; Educational Testing Service. Currently available.

An examination designed for teachers and prospective teachers whose native language is Spanish and who may be under consideration for positions in bicultural and bilingual programs. The test is written in Spanish and is designed to assess cognitive knowledge of academic pre-service preparation in: Professional Education; Written Spanish Language Usage; Social Studies; Literature and Fine Arts; and Science and Mathematics.

Reading Comprehension Test DE; Ages 10:0-12:6; Ginn Test Services for the National Foundation for Educational Research in England and Wales. Great Britain. Currently available.

Tests understanding of prose passages.

Reading Test A; Ages 7:1-8:10; Ginn Test Services for the National Foundation for Educational Research in England and Wales. Great Britain. Currently available.

A reading test consisting of sentence completion type items.

Reading Test AD; Ages 7:6-11:1; Ginn Test Services for the National Foundation for Educational Research in England and Wales. Great Britain. Currently available.

A measure of reading comprehension consisting of graded sentence completion items.

Reading Test BD; Ages 7:0-10:4; Ginn Test Services for the National Foundation for Educational Research in England and Wales. Great Britain. Now available.

A test of reading comprehension consisting of graded sentence completion items.

Reading Tests EH 1-3; Ages 11:0-15:0; Ginn Test Services for the National Foundation for Educational Research in England and Wales. Great Britain. Now available.

Consists of separate tests of vocabulary, comprehension, and continuous prose reading speed.

School Personnel Research and Evaluation Services (SPRES); 1971; Grades 16+; Educational Testing Service.

A new program of tests and related services for school and college officials concerned with the inservice evaluation of educators. SPRES is intended as an aid in the evaluation of school staff, assessing the effects of inservice programs, and selecting or identifying talented staff members to participate in leadership development programs. Program services are useful to school officials who desire specific descriptive information about staff members to use in developing differentiated staffing patterns. SPRES can also be an aid in selecting principals, assistant principals, supervisors, guidance counselors, and special teachers. SPRES provides two types of tests. The Commons Examinations consists of tests in Professional Information; English Expression; Social Studies; Literature and Fine Arts; and Science and Mathematics. There are 20 Specialty Examinations covering: School Administration and Supervision; Secondary School Administration; Secondary School Supervision; Guidance Counselor; Education in the Elementary School; Art Education; Biology and General Science; Business Education; Chemistry, Physics, and General Sciences; Early Childhood Education; English Language and Literature; Home Economics; Industrial Arts; Mathematics; Music; Physical Education; Social Studies; French; Reading Specialist; and Spanish.

School Survey of Interpersonal Relationships by Joe Wittmer; Remediation Associates, Inc.

A measure of the interpersonal climate existing in a particular school as perceived by the teachers. Three main scores are provided: Total, Cognitive, and Affective. Additionally there are seven subscores: Teacher vs. Principal, Teacher vs. Teacher, Teacher vs. Counselor, Teacher vs. Other Non-Teaching Staff, Teacher vs. Self, Teacher vs. Students-in-General, and Teacher vs. Different Type Students. The results from the survey indicate whether interpersonal conflicts in the school are at the affective level indicating a need for some sort of communication training for the school staff or whether difficulties are at the cognitive level indicating a need for inservice training to help teachers gain adequate role knowledge of other educational personnel.

Wechsler Intelligence Scale for Children (WISC), Revised and Restandardized Edition by David Wechsler; Ages 5-15; The Psychological Corporation.

The WISC will be restandardized in 1972 and publication of the revised edition is scheduled for 1973. Standardization will be based on the 1970 Census data. The sample will be stratified by age, sex, race, geographic region, and father's occupation in order to assure appropriate representation of majority and minority groups.

TESTS NO LONGER AVAILABLE

Graduate Record Examination Advanced Test in Anthropology; Educational Testing Service.

TEST REVIEWS

Early Detection Inventory; Follett Educational Corporation.

Reviewed by Barton B. Proger, Pennsylvania Resources and Information Center for Special Education, in the *Journal of Special Education*, Vol. 5, No. 1, pp. 89-91.

Holland Vocational Preference Inventory, Sixth Revision; Consulting Psychologist Press.

Reviewed by Robert F. Stahmann, University of Iowa, in the *Journal of Counseling Psychology*, January 1972, Vol. 19, No. 1, pp. 85-86.

The Hutt Adaptation of the Bender-Gestalt Test, Second Edition; Grune and Stratton, Inc.

Reviewed by Spencer B. Sterne, Stockton State Hospital, in the *Journal of Personality Assessment*, February 1972, Vol. 36, No. 1, pp. 85-86.

Ohio Vocational Interest Survey; Harcourt Brace Jovanovich, Inc.

Reviewed by Ronald G. Taylor, University of Minnesota, in the *Journal of Educational Measurement*, Spring 1972, Vol. 9, No. 1 pp. 88-91.

Preprimary Profile; Science Research Associates, Inc.

Reviewed by Barton B. Proger, Pennsylvania Resources and Information Center for Special Education, in the *Journal of Special Education*, Vol. 5, No. 1, pp. 88-89.

Preschool Language Scale; Charles E. Merrill Publishing Company.

Reviewed by Barton B. Proger, Pennsylvania Resources and Information Center for Special Education, in the *Journal of Special Education*, Vol. 5, No. 1, pp. 86-88.

Primary Visual Motor Test; Grune and Stratton, Inc.

Reviewed by Sarah A. Alleman in the *Journal of Personality Assessment*, February 1972, Vol. 36, No. 1, pp. 80-81.

Primary Visual Motor Test; Grune and Stratton, Inc,

Reviewed by Joseph M. Wepman, University of Chicago, in *Contemporary Psychology*, December 1971, Vol. 16, No. 12, p. 799

NEW REFERENCES

Berger, Barbara. *An Annotated Bibliography of Measurements for Young Children.* New York: Center for Urban Education, 1969. Pp. 50.

A selective listing of assessment instruments appropriate for preschool and kindergarten children. Research and some commercially available measures of cognitive status, cognitive abilities, perceptual skills, reading readiness, characteristics of cognitive style, and personal social development are included.

Bloom, Benjamin S. and Madaus, George. *Handbook on Formative and Summative Evaluation of Student Learning.* New York: McGraw-Hill Book Company, 1971. Pp. 1,000.

A handbook for solutions to problems of evaluation intended primarily for use by teachers and prospective teachers. Part I distinguishes between formative testing, diagnostic testing, and summative testing and includes a section on mastery learning. Part II translates ideas about educational objectives, formative, and summative testing into illustrations and techniques in each of seven subject fields.

Boyd, Joseph L. Jr. and Shimberg, Benjamin. *Developing Performance Tests for Classroom Evaluation.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, June 1971. Pp. 14. Also available as ERIC Document ED 052259.

A discussion of the importance of measuring performance, the advantages of using performance tests, the development of the tests, and the grading of the performance measure.

Bryan, Miram M. *Ability Grouping: Status, Impact, and Alternatives.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, June 1971. Pp. 13. Also available as ERIC Document ED 052260.

An analysis of ability grouping in terms of its effect upon student's academic achievement and affective development. Also discussed are misuses of standardized tests in grouping procedures and alternative strategies to ability grouping.

Budd, William C. and Blood, Donald F. *Educational Measurement and Evaluation.* New York: Harper & Row, 1972. Pp. 224.

Designed to help teachers and prospective teachers construct valid achievement tests. Emphasis is on the concept of relevance as a basic factor in the validity of a measuring instrument. The authors distinguish between criterion-referenced and norm-referenced tests and follow the implications of this distinction.

Coller, Alan R. *The Assessment of Self-Concept in Early Childhood Education.* Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, July 1971. Pp. 92.

A state-of-the-art paper which includes descriptions and discussions of numerous measures of self-concept.

Court, J. H. *A Researcher's Bibliography for Raven's Progressive Matrices and Mill Hill Vocabulary Scales.* Bedford Park, South Australia: J. H. Court. 1971.

An annotated bibliography of over 400 references to studies in which the *Mill Hill Vocabulary Scales* or *Raven's Progressive Matrices* were used. The references are classified according to the general field of relevance and where norms were published.

Dizney, Henry. *Classroom Evaluation for Teachers.* Dubuque, Iowa: William C. Brown Comp[illegible], Publishers, 1971. Pp. xii + 119.

Covers the foundations of and issues in educational evaluation, the treatment of empirical data, instructional assessment and test construction, and the topics of reliability and validity.

Edwards, Allen Jack. *Individual Mental Testing, Volume I: History and Theories.* Scranton, Pennsylvania: Intext Educational Publishers, 1971. Pp. 209.

A survey of the major writings of the principal contributors to the testing movement. Emphasis is placed on theoretical models and measurement proposals.

Goldfield, Marvin and Weiner, Irving B. *Rorschach Handbook of Clinical and Research Applications.* Englewood Cliffs, New Jersey: Prentice-Hall, 1971, Pp. 400.

A discussion and evaluation of clinical and research applications of the Rorschach to measure a specific variable. Emphasis is on assessments based on Rorschach scores rather than the interpretation of scores.

Guthrie, P. D. *Measures Pertaining to Health Education I. Smoking—An Annotated Bibliography*. Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, January 1972. Pp. 18.

A listing of instruments designed to assess attitudes, behaviors, practices, knowledge, and correlates of tobacco smoking.

A Handbook on FL Classroom Testing: French, German, Italian, Russian, Spanish. New York: Modern Language Association, 1970. Pp. 227.

Written to help the classroom teacher make efficient use of tests. It contains discussions of the main purposes of tests, principal kinds of testing devices for foreign language teaching, the interpretation of test results, and sections on testing in the commonly-taught languages. (Order from the Modern Language Association of America/American Council of Teachers of Foreign Languages Materials Center.)

Marshall, Jon Clark and Hales, Loyde Wesley. *Classroom Test Construction*. Reading, Massachusetts: Addison-Wesley Publishing Company, Inc., 1971. Pp. 335.

A thorough presentation of classroom measurement procedures. It covers the presentation of behavioral objectives, the construction and administration of tests, methods of treating test scores, and analyzing test items. No background in measurement or statistics is presumed.

Potkay, Charles R. *The Rorschach Clinician: A New Research Approach and Its Application*. New York: Grune & Stratton, 1971. Pp. xiv + 223.

An analysis of the use of the Rorschach by clinicians—the type of information required, the process of selection, and the most useful items of information. Also covers topics such as the validity-utility discrepancy, the applicability of Rimoldi's research techniques, and the past failures of attempts to validate the Rorschach.

Rosen, Pamela. *Tests of Basic Learning for Adults: An Annotated Bibliography*. Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, November 1971. Pp. 17.

An annotated listing of measures appropriate for adults who have received only an elementary education, those who have completed high school but have educational deficiencies, or those who have not acquired formal education.

Smith, Fred and Adams, Sam. *Educational Measurement for the Classroom Teacher, Second Edition*. New York: Harper & Row, 1972. Pp. 352.

Covers the use and interpretation of standardized tests, the concept and role of criterion-referenced measurement, the construction of achievement tests through properly stated behavioral objectives. Also included are the necessary basic statistical concepts.

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NOTES

The directors of the *American Projective Drawing Institute*—John Buck, Emanuel Manner, and Karen Machover—have announced two summer training workshops to be held in New York City. A *Basic Workshop* will be held July 24, 25, and 26. An *Advanced and Cases Seminar* will be held July 26, 27, and 28. For information write to Dr. Emanuel Hammer, 381 West End Avenue, New York, New York 10024.

The *1972 Annual Rorschach Workshop*, conducted by John E. Exner Jr. and Irving B. Weiner, will be held at the Commodore Hotel in New York City, June 26-30. Guest speakers will be Fred Brown and Zygmunt Piotrowski. The Workshop will focus on advanced clinical interpretation, recent developments in research and practice, and the current status of the *Rorschach*. Registration is open to professionals and qualified graduate students in psychology, psychiatry, and related disciplines who have had prior coursework or experience with the *Rorschach*. From June 19-24 a special tutorial workshop for beginners will be held. For information write to: Rorschach Workshops; 11 Beaver Drive; Bayville, New York 11709.

Educational Testing Service Programs of Continuing Education will conduct two five-day resident institutes in Assessment and Evaluation in Educational Planning at ETS in Princeton, April 23-28 and May 14-19. Detailed information on these institutes for school administrators may be obtained from Harold J. Alford, Director, ETS Programs of Continuing Education, Educational Testing Service, Princeton, New Jersey 08540.

Dr. Marguerite R. Hertz will conduct two *Workshops in the Rorschach Method* at Case Western Reserve University during the 1972 summer session. The first workshop, scheduled for June 12-16, will cover basic principles: the techniques of administration, fundamentals of scoring, the psychological significance of test variables, introduction to interpretation, and hospital demonstrations. The second workshop in advanced clinical interpretation will be held June 19-23. Emphasis will be placed on a review of recent developments in test interpretation, analysis of cases presenting a wide variety of disorders, and hospital demonstrations. The workshops are designed for qualified psychologists, psychiatrists, psychiatric social workers, counselors, and graduate students in clinical psychology. For further information write to: Michael C. Luton, Program Coordinator, Case Western Reserve University, Cleveland College, Baker Building, Room 110, Cleveland, Ohio 44106.

ADDRESSES

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin*.

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